

Broadway First School

Lime Tree Avenue, Broadway, WR12 7BD

Inspection dates 10–11 September 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school which requires improvement. It is not good because

- Pupils' progress is not rapid enough, particularly in writing and mathematics. Most pupils make only steady progress as they move through the school and too few reach the standards of which they are capable, especially the most able.
- Children, particularly boys, in the Early Years and Key Stage 1 are not always fully engaged by the work they are set. They do not build sufficiently on the skills and knowledge they have when they join the school, especially in reading.
- Not enough teaching is good or outstanding. Teachers do not use probing questions sufficiently to check on pupils' understanding or make them think really hard, and their marking is not always detailed enough to help pupils improve.
- Until recently, teachers' assessments were sometimes too cautious, and this has restricted the level of challenge they received from teachers.
- Pupils in some classes are overly reliant on adults and wait for them to help them with activities. Consequently they do not always complete as much work as they could and this slows their progress.
- Staff who lead areas of responsibility, including in the Early Years, do not regularly check on the quality of teaching or use all of the information available about pupils' progress to improve it.
- Until recently, governors had not received sufficient information about pupil progress, particularly from middle leaders, to be able to challenge and support leaders at all levels.

The school has the following strengths

- The new headteacher has quickly grasped the most important areas to be tackled. She has introduced changes which are starting to have a marked impact in teaching, safeguarding and attendance. As a result, the school is improving.
- Attainment in reading is good in Key Stage 2 and pupils enjoy a wide range of books.
- Support for pupils' spiritual, moral, social and cultural development is good. The curriculum strongly promotes key values, such as tolerance and understanding, and is working purposefully to develop new assessment systems to reflect the new national curriculum.
- Actions taken to improve attendance have been successful and this is now above average.
- Pupils feel safe and are well cared for. They know how to keep themselves safe and know who to talk to if they have a problem.
- Parents have very positive views of the school and feel their children are happy, safe and well-cared for. Most are pleased with the changes being made by the headteacher and fully support her.

Information about this inspection

- The inspector observed teaching in all classes. She saw eight part-lessons, all of which were jointly observed with the headteacher.
- Discussions were held with groups of pupils, members of the leadership team, the headteacher, and six members of the governing body. The inspector also spoke to a representative from the local authority by telephone.
- The inspector took account of the 17 responses to the online questionnaire (Parent View) and emails submitted during the inspection. She also spoke informally to parents as they brought their children to school.
- Responses to the inspection questionnaire from 14 staff were received and their views taken into account.
- The inspector listened to pupils read, talked to them about their learning and reviewed the work in their books.
- The inspector reviewed a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Pupils are taught in four classes in mixed-age groups and leave to go to secondary school at the end of Year 5.
- Almost all pupils speak English as their first language and most are White British.
- The proportion of disadvantaged pupils eligible for the pupil premium is below the national average. This is additional government funding to help pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils who are supported through a statement of special educational needs or with education, health and care plans is below average.
- The headteacher was appointed in January 2014.
- Before- and after-school care is provided by the school.
- A children's centre and playschool operate on the school site but are managed separately. The report for these can be found at www.ofsted.gov.uk

What does the school need to do to improve further?

- Improve the quality of teaching across the school in order to accelerate progress in all subjects, and particularly in writing and mathematics, by making sure teachers:
 - check on the progress of all groups during lessons to pick up and address errors or misconceptions as they occur
 - use assessment accurately so that they can provide appropriately demanding work for all pupils, but particularly the most-able, at all times
 - use more probing questions to make pupils think harder and check their understanding
 - give pupils clear feedback through marking to show how they can improve their work
 - encourage pupils to try to work problems out for themselves and not simply wait for adults to come and support them or tell them the answer.
- Improve provision in the Early Years, especially for boys, so that they achieve in line with girls in all areas by:
 - improving the support for those who are struggling to read
 - providing more exciting and stimulating activities which interest and engage boys
 - improving the leadership of this phase so that records received when children enter the school are used more purposefully to improve lesson planning
- Improve the effectiveness of leadership and management by:
 - providing training and developing the role of middle leaders so that they regularly and rigorously check on the quality of teaching and its impact on pupil progress in their areas
 - making sure that governors receive regular updates from all leaders, including middle leaders, on the progress the school is making with its improvement plans so that they gain a broader and more informed view of its effectiveness.

Inspection judgements

The leadership and management requires improvement

- Until recently, leaders had not done enough to ensure achievement was as high as it should have been. Attainment at the end of Key Stage 1 and the quality of teaching across the school had declined since the previous inspection.
- Middle leaders are not yet involved in checking the quality of teaching in their subjects. This limits their knowledge of precisely how well pupils are doing and prevents them offering additional training or support for their colleagues or informing governors about achievement in their areas.
- The leadership of the Early Years requires improvement. Too little use is made of the records from previous settings when children enter the school to inform the planning of lesson activities.
- In the past, teachers' assessments have not always been as accurate as they needed to be. This has reduced the level of challenge teachers have provided and limited the progress that some pupils have made. Although the new headteacher has introduced more rigorous assessment practice across the school, and the school is working hard to devise a new approach to match the new curriculum, it is too soon to judge the impact of these initiatives.
- The recently appointed headteacher has set a very clear direction and led an honest and accurate evaluation of the school's strengths and weaknesses. She has the skill and determination to address weaknesses and has already galvanised the support of the staff, parents and the governing body. As one parent commented, 'the no-nonsense but approachable manner of the headteacher is like a breath of fresh air.' Systems and processes introduced are having a positive impact on teaching, behaviour, safety and attendance. The management of teachers' performance has been made sharper and more effective. The school therefore has the capacity to secure further improvement.
- The new school action plan is sharply focused on the right priorities. Training put in place has already begun to improve teaching and learning and boost progress. For example, collaborative working with other local schools is helping staff to share good practice and develop new ideas.
- The headteacher carries out regular checks on the quality of teaching and tracks the progress made by pupils systematically. Governors are now also involved in this aspect of school and have a much clearer and more accurate understanding of how well the school is doing.
- The school gives good attention to pupils' spiritual, moral, social and cultural development. Assemblies promote key values, such as perseverance and tolerance and pupils mix freely in lessons and at break times and know how to behave. The curriculum has been well-planned in collaboration with other local schools to make sure that pupils have a good appreciation and understanding of other cultures and respect those with different beliefs.
- A wide variety of after-school clubs and a range of trips and visitors contribute to pupils' enjoyment of school. The sports premium has been used effectively by leaders to provide specialist sports coaching and improve the training and confidence of staff in their ability to teach Physical Education. As a result, more pupils participate in a wider range of physical activities and teachers' skills and knowledge, including life-guard skills, have been improved.
- The local authority provides good support and has an accurate understanding of how well the school is performing. The school improvement adviser has supported the headteacher with action planning and lesson observations. Additional support has been provided by the Early Years adviser, who has helped the school re-organise the classroom and outdoor environment to maximise opportunities for the youngest children in the school.

■ The governance of the school:

- The governing body has a good overview of the school but governors recognise that improvements are needed in teaching and achievement. Recently, they have worked in close partnership with the new headteacher and have become much more involved in checking on the quality of teaching. As a result, their understanding of how well different ages and groups of pupils are doing in different subjects has sharply improved. However, they still receive too little information from middle leaders.
- Appointed governors set targets for the headteacher and check that pay increases for teachers are only awarded where there is evidence that pupils are making good progress. Governors have a broad range of skills which they put to good use, for example, managing the school budget. They keep a close eye on finances and know how the pupil premium is spent and what difference this is making. They attend training to keep their skills and knowledge up-to-date and to make sure they fulfil their statutory duties effectively.
- Along with other leaders, governors ensure that pupils are safe in school and that all required checks and other statutory requirements are met in full. For example, governors recently undertook the required safeguarding training alongside school staff. This has greatly increased the school's effectiveness since the last inspection.
- Governors undertake their statutory duties conscientiously. They have ensured that the school has responded well to the challenges posed by the new curriculum and its implications for assessment, and make sure that key values such as tolerance and understanding of the beliefs of others are carefully promoted.

The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement as not all have positive attitudes to learning. In the younger classes, pupils are overly-reliant on adult support. Also, where teaching does not capture pupils' interest or imagination, pupils, particularly boys, lose concentration and they do not complete as much work as they could. This slows their rate of progress.
- Behaviour in and around school is good. School rules are displayed very prominently in every classroom and are the same for all age groups so that pupils know what is expected. They also know the sanctions and rewards that the school has put in place. Most pupils are polite, helpful and keen to discuss their work. Behaviour records show that there are very few serious incidents. Those that do occur are dealt with effectively, with referrals and action taken as needed.
- Pupils have a good level of understanding about the different types of bullying, including verbal, physical and cyber bullying. They do not feel that bullying is an issue in their school but say they know who to talk to if they feel upset and that any such issues are dealt with swiftly. Parents also feel that behaviour is good and that the school deals with incidents which happen appropriately.
- The school's work to keep pupils safe and secure is good. The headteacher has revised safety procedures since her arrival. Pupils feel safe at school and parents who expressed their views support this. Pupils know how to keep themselves safe. For example, during the inspection, all pupils watched the 'Tour of Britain' cycle race as it passed their school. Pupils were able to say why helmets were important and why they needed to stand back from the kerb and listen to what their teachers said. They are also very clear about other potential dangers, including using the internet.
- The arrangements for breakfast club and after-school care provide high quality wraparound care, which is a valuable resource for parents and provides a good start to the day for pupils who attend. All age groups socialise well together. As a result of having a good breakfast and access to well-managed social activities, pupils are keen and ready to learn by the time lessons begin.
- Attendance has improved significantly in the last year and is now above average. This is as a result of improved systems that have recently been put in place.

The quality of teaching requires improvement

- Since the previous inspection, pupils have not been supported well enough to build up their skills year-on-year and make consistently good progress, especially in writing and mathematics. Leaders have however already identified this as a weakness and action plans show that training and support are in place to improve teaching and accelerate progress.
- Teaching is not yet consistently good in all classes. In some lessons, teachers do not pick up and address common mistakes or misconceptions as they happen. For example, pupils in Year 2 still reverse numbers and pupils who are stuck are not always given sufficient time or help to enable them to continue with their work. Additionally, teachers do not always allow those who understand at the outset to move on to harder work quickly, especially the most able.
- Most teachers use questions well. However, at times, questions are not sharply focused enough to really probe pupils' understanding and challenge their thinking. Sometimes, teachers accept brief responses when pupils would benefit from being expected to explain their answers more fully.
- Most activities are well-planned and lessons follow on sensibly from previous learning. However, on occasion, activities do not take account of pupils' interests or abilities, especially in Early Years and Key Stage 1. As a result, pupils are not always engaged or kept busy enough to ensure they stay on task.
- Although marking is carried out regularly, teachers do not always give additional guidance to show pupils how to improve their work further and then allow them the opportunity to do so.
- Teaching is improving as a result of changes being introduced by the new headteacher. Pupils are clear about what they are going to learn as this is shared at the outset of lessons and, when necessary, teachers carefully model the skills that pupils need to develop their skills and understanding.
- Teachers have good subject knowledge and provide helpful, practical equipment for pupils who need it to help them complete the tasks they have been set.
- Classrooms are bright and well-organised. Displays in classrooms provide useful prompts to help pupils remember key information and celebrate examples of good work.
- Across the school, teachers and other adults develop positive relationships with pupils. Support staff provide valuable help to teachers both inside and outside the classroom. They work effectively to support all groups of pupils, including disabled pupils, those who have special educational needs and those who are disadvantaged, to make sure that they understand what they need to do and provide additional help if needed.

The achievement of pupils requires improvement

- Although children join school with skills and knowledge which are typical for their age, some children do not make rapid enough progress to reach the Early Learning Goals, especially boys. By the end of the Reception year, standards are still only in line with the national average.
- Similarly, over time, standards at the end of Key Stage 1 are frequently only average. Pupils' progress requires improvement, therefore, as too few build sufficiently on their achievement in reading, writing or mathematics from the end of Reception Year to make the rapid progress needed for them to reach higher standards. In 2014, standards in reading and writing fell and some pupils in this cohort underachieved. This was in part due to unreliable assessments in Year 1 and weak teaching in Year 2. This has been recognised by the headteacher and governing body and action taken is leading to rapid improvement, both in pupils' progress and in the accuracy of teachers' assessments.
- Attainment and progress in Years 3 to 5 are too variable. Pupils who left the school in 2014 reached levels that were good in reading but weaker in writing and mathematics. A similar picture exists in relation to current year groups in Key Stage 2 and, over time, most pupils make less progress in mathematics than

they do in English. Robust action plans are in place to address this and middle leaders recognise the need to develop their roles to in order to raise achievement.

- School information shows that some of the most-able pupils could achieve more as not enough produce a really high standard of work. For example, no pupil achieved the highest level in reading or writing in Year 2 in 2014 despite some of these children achieving above the expected levels at the end of Reception class. This is because teaching does not always challenge the most-able pupils and teachers do not always move pupils on quickly enough in lessons when they are ready.
- Although pupils' attainment is often higher in reading than other subjects as they move through the school, the numbers reaching the required level in the Year 1 screening check were only slightly above national average in 2014. Boys do not read as well as girls. However, reading is given an increasing emphasis from Year 1 onwards and older pupils in particular enjoy the wide range of books available.
- Disabled pupils and those who have special educational needs make the same rate of progress as others in their class. They receive additional support from staff within the school and also from outside agencies. This helps them to keep up with their classmates and demonstrates the school's commitment to providing equal opportunities for all pupils and groups.
- Generally, school data suggests, the very small number of pupils eligible for the pupil premium make steady progress as they move through the school and achieve in line with their school peers by the time they leave Year 5. The funding received is used to employ an additional member of staff to work with individual or groups of pupils to boost their literacy and numeracy skills. This has been effective for some individuals who have progressed well and made good gains in their knowledge and understanding. School trips, wraparound care and out of school clubs are also provided to make sure that eligible pupils' personal and social needs are fully met.

Early Years provision

requires improvement

- Not all children build sufficiently on the skills and knowledge they have when they join the school, especially boys. Information provided by the school shows that there has been a decline in the overall standards reached at the end of Reception in 2014 and there is a significant gap between boys' and girls' attainment in literacy, mathematics, understanding the world and expressive arts and design.
- All adults interact and provide good levels of support during activities. However, children who are falling behind or who are disabled or who have special educational needs are not always given enough individual support to help them keep up with others in their class. For example, some boys moving up from Reception to Year 1 are still unable to name or sound out all of the letters in the alphabet so have not yet acquired the essential skills for early reading.
- Although the Early Years leader has created a nurturing environment where children feel safe and happy, leadership and management require improvement as the helpful records and information received from the playschool are not used well enough to plan activities. Teachers record children's apparent progress systematically but the initial judgements made of children on entry are sometimes too cautious and this affects the level of support and challenge they then receive.
- Children receive a very warm welcome in the school to help them build their confidence and independence whilst developing their early basic skills. Good links in place with the playschool ensure a smooth transition. Children learn how to get on together and those new to the school settle quickly into its routines. Children behave well and listen attentively to adults at all times. Parents who expressed their views are delighted with how quickly their children settle into the school and are very pleased with the high quality care and attention given.
- The recent review of provision, supported by the local authority, has led to a reorganisation of the spaces and equipment provided for children. Good use is made of the space available both outdoors and inside.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116656
Local authority	Worcestershire
Inspection number	448487

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	First
School category	Community
Age range of pupils	4 –10
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair	Michelle Ward
Headteacher	Tess Browning
Date of previous school inspection	5 February 2010
Telephone number	01386 852485
Fax number	01386 859052
Email address	office@broadway.worcs.sch.uk

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